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ABSTRACT

This annotated bibliography represents literature on the phenomenon of American Indian students dropping out of school. The bibliography describes 31 titles, including research reports, reports from state departments of public instruction, national reports, action reports, and "how to" books. Of the 31 entries, 18 report on Indian student dropout rates at the secondary and college level. Other reports discuss causes for dropping out of school among Indian students and efforts to prevent Indians from dropping out. The range of dropout rates among American Indians is between 25 and 85 percent. Nationally, the average dropout rate among American Indians in high school is about 50 percent; among American Indians in college, the average rate is approximately 37 percent. Many researchers give a 1-year rate; however, a more accurate way to determine the dropout rate for a population is to conduct a longitudinal study that follows students over a 4-year period beginning when they enter 9th grade. Additionally, looking at college students 6 to 8 years later is more accurate, since very few Indian students complete a college degree in 4 years. Each entry in this bibliography includes the name and address of the institution responsible for the report; the name of the report; the name, address, and telephone number of the author; and an abstract. The bibliography contains charts and graphs illustrating American Indian student dropout rates. (LP)

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THE INDIAN DROPOUT

AN ANNOTATED BIBLIOGRAPHY

Dr. Dean Chavers
June, 1991

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PREFACE

This Annotated Bibliography is the first attempt that we know about to pull all the literature together for a comprehensive look at one of the most serious problems facing Indian people. Three of the four systems educating Indian students--public schools, Bureau of Indian Affairs (BIA) schools, and tribal contract schools--have a dropout rate which is the highest for any ethnic group in the U. S. The dropout rate for Indians has been extremely high for decades. Indian mission schools apparently have lower rates.

The Bibliography has 31 titles. Of the 31, some 18 report actual rates of dropouts. Thirteen states reported a dropout rate. They are Alaska, Delaware, Idaho, Kansas, Nebraska, New Mexico, North Carolina, Oklahoma, South Dakota, Texas, Virginia, Washington, and Wisconsin.

At least 21 states with large Indian populations did not report any study. They are Arizona, California, Colorado, Connecticut, Florida, Illinois, Iowa, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Montana, Nevada, New York, North Dakota, Oregon, Utah, and Wyoming. Requests were made to the Indian Education Coordinators in the states, and to the Superintendent of Public Instruction.

Twelve of the reports were researches, 13 were reports from the State Departments of Public Instruction, three were national, and two were action projects. Two were "how-to" books.

The range of dropout rates was from 25% to 85%. Of the 17 reports which had computed rates, only two were under 30%. The numbers within each decade are as follows:

20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-81
2	6	1	3	2	-0-	3

The national dropout rate for Indians in high school is about 50%, as the 15 researches cited here show. The national dropout rate for Indians in college appears to be about 37%, as the McNamara research shows, although it could be higher. Undocumented reports from Stanford, Dartmouth, Harvard, and other Ivy Leagues state their Indian dropout rate is under 20%, or under 10%, usually depending on their selectivity index. Undocumented reports from other colleges, usually state-supported liberal arts institutions with large Indian populations, such as Arizona State, Northern Arizona, Northeastern Oklahoma State, the University of Washington, and South Dakota State, indicate that their dropout rate is 60%-80%. The Ivies, of course, have small Indian student bodies, usually under 50 students, while the state-supported colleges will have 600 to 1,200 Indian students, or more.

We have tried to determine the four-year rate for dropouts, where possible. Many researchers, especially state reports, give a one-year rate. However, the only accurate way to determine a dropout rate for a population is to conduct a "longitudinal," or multiple-year study. The most accurate way to study high school students, for instance, is to look at entering ninth graders four years later, and determine what happened to them. For college students,

looking at them four years later is misleading, since very few Indian students complete a four-year degree in four years. Looking at them six to eight years later is more accurate.

The whole group studied, a "cohort," lets researchers look at persisters (who graduate), stopouts (who leave and return), dropouts (quitters), students who did not graduate on time and who are still enrolled, and so on. For one-year studies, it is difficult if not impossible to determine the stopout rate, and the rate for those still enrolled.

The Albuquerque Public Schools (APS) study, the Deyhle study, and the U. S. National Center for Education Statistics (NCES) study are all longitudinal studies. Where one-year rates are given, we have usually multiplied this rate by four to get a four-year rate. Keeping this in mind, it is clear that four-year rates so derived are only approximations; they could be as much as 10%-20% off. Local circumstances, especially the rate of students returning to school after having dropped out, make this rate vary. More and more of the high schools are developing alternative programs, for students to return to school more easily than in the past.

Only three of the reports are at the college level. Four of them are for grades 7-12, and nine are for grades 9-12. Two are for high school sophomores in 1980.

The following chart shows the type of population and the dropout rate for the 18 researches showing rates.

TITLE	POPULATION	FOUR-YEAR DROPOUT RATE
ALASKA	7-12	33%
ALBUQUERQUE	9-12	25
BIA/CHINLE	9-12	55
CHAVERS, GMCS	9-12	67
CHAVERS, SRPMIC	9-12	85+
COLADARCI	9-12	60
DEYHLE	9-12	47
IDAHO	9-12	31?
JOJOLA	College, UNM	83
McNAMARA	College, National	37
NAVAJO	9-12	31
NEW MEXICO	7-12	53
SOUTH DAKOTA	7-12	81
SUINA	College, NM	37
TEXAS	7-12	37-66
USCES	1980 HS Sophomores	29.2*
USNCES	(ditto)	35.5
WASHINGTON	9-12	53

* Corrected by USNCES.

1. **ALASKA DEPARTMENT OF EDUCATION**, "Report on Early Leaver Project, Phase I, Fall 1988 through Fall 1989." Jo Van Patten, State of Alaska, Department of Education, Office of Data Management, P. O. Box F, Juneau AK 99801, (907) 465-2865.

   The report is eight pages long, and reports on data gathered from 17 districts with grades 7 through 12. The 17 districts have 60.3% of the students in the State. The grade with the most dropouts was 11th, with 7.9% for the sample. Overall, some 6.0% of students dropped out. This is a one-year sample, which means that the four-year rate would be about four times as high, or 24%. Anchorage district, however, which was analyzed separately, had an overall rate of 14.1%, and it had 60% of the total students in the sample (9,938 compared to 5,569 for the other 16 districts).

   Indians had a 6.2% dropout rate for the 16 other districts, and a 23.0% dropout/transfer rate for Anchorage, which included both transfers and dropouts in its data. Both rates are twice as high as for other students. Only 67% of Natives finished high school, compared to 81% for others, and 75% for the total. Some 13.5% of Native eleventh graders left school, the highest dropout grade.

   Over half the dropouts had simply disappeared during the summer, and the districts had made little or no attempts to find them or get them back into school.

   The data seem to indicate that the overall Native dropout rate for the State is somewhere between 33% and 40%.

   Some 32% of students who dropped were expelled by the district for truancy or excessive absences (848 out of 2,672). Some 1,192 out of 2,672 students, or 44.6%, who were dropouts had left for unknown reasons. Only 137, or 5%, had dropped out because of failing grades. Other than standard categories of school records, this study did not try to determine why students left school.

2. **ALBUQUERQUE PUBLIC SCHOOLS**, "The High School Freshman of 1985-86: Their Status Four Years Later. A Longitudinal Report on Graduation, Transfer, and Withdrawal Rates for the Graduating Class of 1989." Alexandra Dixon, Planning, Research, and Accountability division, APS, 725 University, S. E., Albuquerque NM 87106.

   Some 1, 535 of 6,537 students who were ninth graders in APS in 1985-6, or 23.5%, dropped out by the end of the 1988-89 school year. Hispanics had the highest dropout rate, with 28.9%, and Native Americans had the second-highest rate, 25.5%. The five ethnic groups in the study (Hispanic, Native, Black, Anglo, Asian/Other) were so close in their rates that no statistically significant differences exist between and among the five groups.

   Native students, however, had the lowest graduation rate from high school, 46.9%. Blacks had a rate of 50.5%, Hispanics had a rate of 50.3%, Anglos had a rate of 58.7%, and Asian/Other students had a rate of 54.7%.

The conclusion one can draw from this is that Native Americans had a transfer rate which was the highest of the five ethnic groups, and that they had the highest rate of students still in school, but who have not earned enough credits to graduate.

More students dropped out in the tenth grade (34.2% of dropouts) than in the other three grades. Only 11% of seniors dropped out.

Data from the two previous years reveal that in 1987, Native Americans had the highest dropout rate (29.3%, compared to 23.8% for Hispanics). For 1988, Native Americans had a dropout rate of 25.1%, second to Hispanics, who had a rate of 27.6% that year.

3. **BUREAU OF INDIAN AFFAIRS**, Chinle Agency, Chinle AZ 86503. "School Enrollments in the Chinle Area." Dottie Hobson, Area Superintendent for Education, 1987.

   Of some 2,700 high school-age students in public, contract, and BIA schools in the Chinle area, 55% were not enrolled in school. A total of 3,596 school aged children were not in school, compared to 6,734 who were, for a total percentage not in school of 34.8% for all ages.

4. **CHAVERS**, Dean, Ph. D., "Evaluation Report, 1986-87, Gallup-McKinley County Schools, Title IV Program." Gallup, NM: the District, 1987.

   This report shows that the Indian dropout rate for the District for 1984-85, for 1985-86, and for 1986-87 was about 65%. Only one-third of the Indian students who enter the ninth grade finish high school.

   This report is not a formal study, and only reports total numbers. No explanations for dropouts are given. The dropout rate for other ethnic groups in the District is well below the rate for Native Americans.

   For more information on this District and others in New Mexico, see #21, below.

5. **CHAVERS**, Dean, Ph. D., "Long Range Education Plan, Salt River Pima-Maricopa Indian Community." Unpublished report, 1990.

   This plan reports on Indian dropout rates for the Mesa Public Schools for the years for FY 83 through FY 88. The one-year rates, and the four-year rates, as follows:

YEAR	ONE-YEAR RATE	FOUR-YEAR RATE	NUMBER OF GRADUATES
1983	23.0%	92%	18
1984	20.1	80	17
1985	26.2	104	12
1986	20.5	82	12
1987	21.1	84	13
1988	25.9	104	12

Between 12 and 18 seniors from the Reservation were graduated each year during this period, out of a pool of 18-year-olds of between 95 and 100 students. Most were suspended or expelled for non-attendance, and some returned to school and were re-admitted later.

The Tribe has begun to turn this extremely high dropout rate around, with two alternative schools, a cooperative program with the Mesa schools, and after-school programs. In 1989, the graduation rate tripled, with 39 students being graduated, 26 of them from the tribe's alternative schools. The Tribe is also concentrating on reducing the absenteeism rate, which the district has not done for decades, allowing it to remain very high.

This is one of the highest rates in the nation, and is being reversed because of action by the Education Department under Robert Chiago.

Most Indian students in the schools are from Salt River, with a few being from other Arizona tribes and from the tribes outside Arizona.

Data in this report were supplied by Robert Chiago, Education Director.

6. **CHAVEZ**, Ralph, Tucson Dropout Prevention Collaborative, Tucson Unified School District, Starr Center, 102 North Plumer, Tucson AZ 85719, (602) 798-2044.

This K-12 project serves high-risk elementary and high school students. It provides basic skills instruction, counseling, tutoring, vocational training, and peer support to at-risk students. It involves businesses, community organizations, and parents. The Collaborative functions as an advisory board to the district's dropout prevention efforts. It monitors activities of the elementary, middle school, and high school dropout prevention programs. It monitors the dropout rate for Native Americans. Funding is provided through yearly grants.

The Collaborative trains support groups which link the reservation to the community. Parent information, attendance monitoring, home tutoring, and career preparation are provided. The Ford Foundation provides funds for parent leaders. Volunteers act as mentors to students.

The project has been operational since 1985.

7. **CHRISTENSEN**, Rosemary, with Jan Witthuhn, "Indian Educational Research in a Large Urban School District: A Conceptual Point of View." In National Institute of Education, "Indian Participation in Educational Research. A Conference Sponsored by The National Institute of Education." Available from Computer Microfilm Corporation, 3900 Wheeler Avenue, Alexandria VA 22304-6409.

This report is one of six papers presented to a working conference in 1981. Because of non-performance by the contractor, the papers were never published. They are available, however, in duplicated paper format.

No dropout statistics are reported. However, some preliminary research on causes of dropouts is reported. Some 50%+ of the Indian students moved during the year, and mobility is associated with dropouts.

The district, in Minneapolis, enrolls some 2,500 Indian students, or 19% of the state total of all Indian students.

8. **COLADARCI**, Theodore, "High-School Dropout Among Native Americans." Journal of American Indian Education, 23:1, 15-22, 1983.

This study was done in a Montana high school district. The rate of dropouts for the District was 60%, and the student body was 90% Indian students. Some 224 dropouts for the past few years were identified, and 46 were interviewed for the study. Most could not be located, even if they were living in the local area.

Several causes of dropouts were identified, ranked as follows:

1. 40% of dropouts reported having problems at home, including being abused, broken families, divorced parents, and so on.
2. 40% said parent support for their education was weak.
3. Over a third perceived school rules to be applied unequally to them as Indians.
4. Over a third said the teachers did not care about them.
5. A third had drug and alcohol problems themselves.
6. A quarter said school was not important to what they wanted to do in life.

Inter-item correlations were done, and are reported in some cases. No multiple regression was done, or was not reported.

9. **DAVIDSON**, Jan, "West Valley Rural School Dropout Demonstration Project." West Valley School Program, P. O. Box 127, Sheridan OR 97378, (503) 843-4123.

This is a Dropout Prevention Demonstration Project of the U. S. Department of Education, first funded in 1988. It serves K-12 students from dysfunctional families, who are from financially depressed rural areas and from the Grand Ronde Indian Reservation.

The goal is to cure dysfunction in the families, by providing the at-risk child with a strong, loving, organized, extended family within a school context. This element is backed by a highly skilled education and therapeutic team which is relatively invisible to the youth served. The parent/teaching role is provided by a 15-person staff for both the Alternative program and the West Valley Academy. The Academy is made up of gifted, unusual, and promising students.

Staff are all selected on the primary criterion of proven ability at parenting. Counseling is often done during extracurricular activities such as dishwashing, meal preparation, and farm activities. The staff has an open door policy, and they try to include the child's family in activities, and to refer them to necessary services.

A job training program is provided, and it is integrated into the academic curriculum. The program is designed for intervention, diversion, remediation, and eventual mainstreaming of these children.

No dropout rates or data are given.

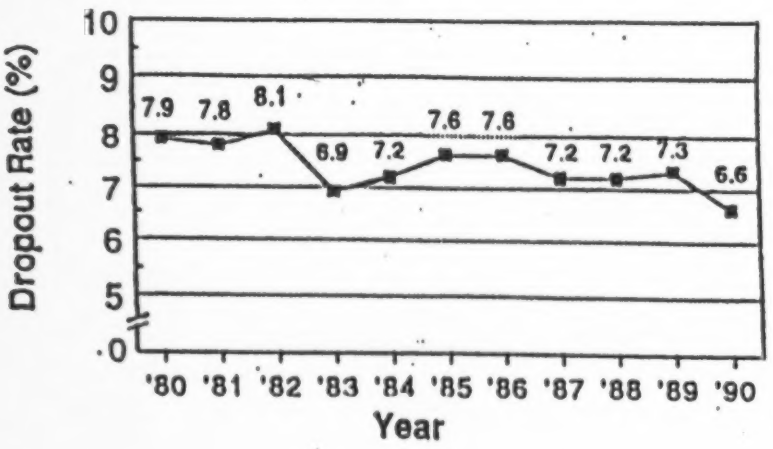
10. **DELAWARE**, State of, "Delaware's Dropouts, 1989-90." Dr. Lawrence A. Adams, State Supervisor, Management Information, Department of Public Instruction, Bureau of Archives and Records, Hall of Records, P. O. Box 1401, Dover DE 19903.

A note with this report says "Delaware's Dropout Report does not break down American Indians, but the numbers are included in the Race category of White/Other. Could be broken out for special requests."

Figure 1, below, shows that Delaware has had an annual rate between a high of 8.1% and a low of 6.6% for the past 11 years. The four-year rate for 8.1% would be about 32%, and the four-year rate of 6.6% would be about 26%, meaning the state as a whole is five to 11 percentage points above the national rate of 21% for the period of time 1980 to 1990.

Most dropouts occurred in grades 9 and 10. Some 60% of dropouts were male, and 40% were female. The annual rate for Hispanics was 2.2 times as high as for white/others, and the annual rate for Blacks was 1.9 times as high as for whites/others. Some 88% of dropouts were over age for their grade.

DELAWARE'S ANNUAL DROPOUT RATE (1980-1990)



11. **DELK**, J. L., G. Urbancik, C. Williams, G. Berg, and M. W. Kahn, "Dropouts from an American Indian reservation school: A possible prevention program." Journal of Community Psychology, 2(1), 15-17, 1974.

12. **DEYHLE**, Donna, "Pushouts and Pullouts: Navajo and Ute School Leavers." Journal of Navajo Education, vi(2), Winter Issue, 1989, pp. 36-51.

This four-year ethnographic study of Navajo and Ute youth in a border reservation community found a dropout rate of 50% for the class of 1984, 49% for the class of 1985, and 48% for the class of 1986, when defining dropouts as students who do not finish the requirements for a diploma in four years.

The rate for 1987, however, was 54%, and the rate for 1988 was 63%. The five-year rate for 1984 through 1988 was 47%, for those who completed diplomas on time, in four years. About 18% of the students were in school for 12 years, but were not graduated.

Over half, 55%, of the students who dropped out did so during the 12th grade, one of the few studies which reports 12th grade as the highest dropout rate. Some 20% of the students who did graduate went through additional years of alternative schooling after dropping out of regular school.

A total of 1,489 Navajo and Ute students was tracked for the study. The major reasons for leaving school were:

- o Poor teachers, or teachers who do not care.
- o Content of schooling is irrelevant, curriculum is culturally insensitive.
- o Lack of parent support/commitment.
- o The need to work to help support the family.
- o A long distance from home to school.
- o Lack of ability to read well.
- o Not feeling wanted at school.

Teachers in this study were very paternalistic to their almost all-Indian student body, and students mistrusted them. The Community is Mormon, and many of the teachers carry the missionary zeal to convert Indians to Mormonism.

Many students who dropped out did so because they had never learned how to read properly, and could not master the higher-level material. Two-thirds of the total group of students reported that their parents did not want them to stay in school. Parents, on the other hand, felt they had little or no power in connection with the school. Little communication between parents and teachers occurred; when communication occurred, it tended to be only formal and official. Teachers did not try to make contacts with parents, and parents felt they lived in isolation, away from non-Indians.

The average Indian graduate was reading at the seventh grade level after graduation. Many students did not read anything at all outside of school. Dropouts were mostly six grade levels below the national norms. The teaching methods--teacher lecturing, students taking notes, then doing "seatwork"--were entirely inappropriate. Teachers, however,

would not change their methods to suit students. Teacher expectations of student performance was very low.

The dropout rate for Utes was much higher than for Navajos, at 64%. None of the Ute students spoke the Ute language; their Native culture was being torn apart by the white man's schools, with nothing to replace it.

13. **DUCKENFIELD**, Marty, John V. Hamby, and Jay Smink, "Effective Strategies for Dropout Prevention. Twelve Successful Strategies to Consider in a Comprehensive Dropout Prevention Program." The National Dropout Prevention Center, Clemons University, Clemson SC 29634-5111, (803) 656-2599, 1990.

This report stresses the need for a comprehensive approach to effective dropout prevention programs. The report is the result of an analysis of what works in 350 dropout prevention programs.

The following 12 strategies have had the most impact on lowering the dropout rate; and are quoted here:

"o Parental assistance and involvement
o Quality early childhood education
o Concentrating reading and writing programs
o Individualized instruction
o Utilization of instructional technologies
o Mentoring and tutoring
o Workforce readiness and career counseling
o Summer enhancement programs
o Flexible schedules and alternative programs
o Staff development programs
o School-based management
o Community and business collaboration"

Each strategy is discussed in two pages of the following format:

o Description and background of the strategy
o Expected benefits
o Program ideas to consider
o Organizations and agencies with additional resources
o Additional readings and references

A must for every dropout prevention program.

14. **GARMAN**, Charlotte G., Ed. D., Waln K. Brown, Ph. D., and the William Gladden Foundation, "Truancy, Chronic Absenteeism and Dropping Out." Copyright, 1989, William Gladden Foundation, 79 Carley Avenue, Huntington NY 11743, (516) 673-4584.

The thesis of this 18-page report is that students must be kept in school through strong attendance policies if they are to be prevented from becoming dropouts. Truancy, or absence without permission from home, is also highly important as a cause of dropouts.

The report has lists of characteristics of potential truants and dropouts, reported reasons for dropping out, how parents can help students stay in school, how educators can help students stay in school, etc.

A must for every dropout prevention program.

15. **IDAHO STATE DEPARTMENT OF EDUCATION**, "Indian Education Annual Report, 1988-1989." Dr. Shirley T. Spencer, Coordinator, Indian Education, Len B. Jordan Office Building, Boise ID 83720.

This report shows, among other things, that 23 of 613 Indian secondary students in 10 districts dropped out in 1989, or an annual rate of 3.75%. This is roughly a four-year rate of 15%. Comparison of ninth grade totals (112) and twelfth grade totals (77), reveal a rate of about 31%. Thus the actual, longitudinal rate is probably somewhere between these two rates.

16. **IMBRA**, Christine, "Bemidji State University/Cass Lake-Bena Partnership Program." BSU Partnership Program, 1500 Birchmont Drive, N. E., Bemidji MN 56601-2699, (218) 755-4055.

This U. S. Department of Education-funded program, under the Higher Education Act, began in 1989. The purposes are to strengthen the basic academic skills of students in math, science, reading, and writing; to increase awareness of health careers, and interest in them; to provide positive role models; to improve access to post-secondary education and increase employability; to provide parent education and support services for teen parenting and teenage pregnancy, to provide staff development and consultation; and to improve self-esteem and problem solving.

Grade levels are 7-12. Indians are included in the student population of the Cass Lake/Bena school district.

17. **JOJOLA**, Theodore, Ph. D., "Cohort Retention Study of Native American Students, 1973-84, University of New Mexico." Native American Studies Program, 1812 Las Lomas Drive, N. E., University of New Mexico, Albuquerque NM 87131, (505) 277-3917.

This study, which followed Indian students for 20 semesters, or ten years, found the following:

- Only 803 of 4615 students, or 17.4%, completed a degree.
- Most Indian students who are graduated drop out at least once, and re-enroll, during the course of their studies.
- Some 2756 of the 4613, or 59.7%, dropped out of the system entirely. "Their enrollment status at the end of eleven years showed them to have disenrolled ... for any consequent semester."
- Only three out of each 1000 students completed a degree in four years.
- It takes eight years, or sixteen semesters, for 10% of the Native students to be graduated.
- The dropout rate for beginning freshmen in their first semester is 82%.

- o Some 19.8% of students who earned degrees earned an Associate or Certificate degree.
- o One-third of all degrees earned were in Education. The College of Art and Sciences, with 40 departments, graduated only 16% of Indian students.
- o Ten percent of Bachelor's degrees awarded were in University Studies, considered a non-major for students who have earned a large number of hours without majoring in a specific field.
- o Two-thirds of the enrollment is female.
- o After four semesters, only 40% of Indian students are still enrolled; 60% have dropped out.
- o While one-third of all students at the University have been graduated within six years, only two percent of Indian students are graduated with six years.

This report was the basis for a successful appeal to the State Legislature in 1990 to fund the NAS for $150,000 to work to lower the dropout rate.

18. **KANSAS** State Department of Education, "Secondary School Dropouts, 1988-89." Kansas State Education Building, 120 East 10th St., Topeka KS 66612, 1990.

This report gives the number of male, female, and total students who dropped out of high school (9-12) during the year. The totals for White, Black, Hispanic, American Indian/Alaskan Native, and Asian/Pacific Islanders are listed. Data are given for all 304 school districts in Kansas.

No total enrollments for each district are given, so no rates can be established without going to other sources. Some 75 of 5,225 dropouts were Indians.

19. **McNAMARA**, Patricia Porter, "American Indians in Higher Education: A Longitudinal Study of Progress and Attainment." Doctoral dissertation, UCLA, 1982.

This research may be the only national study of Indian college dropouts. It found that the overall dropout rate of students entering college in 1971, as of 1980, was 37%.

There were many problems encountered during the course of the study. One which was the most serious was the over-reporting of Indians. Only 21% of people who checked the "American Indian" category on a survey card in 1971 subsequently did so on 1980. Thus 312 out of 474 respondents who said in 1971 that they were Indians said in 1980 that they were White; this is 66% of the total. The other 13% were Chicano, Black, etc.

Another major problem was mobility in the population, leading to an inability to find respondents during the period of the research work. A detective agency was finally hired to complete the work of finding the respondents.

Over half of the Indians who had been graduated from college had been enrolled at two more colleges during their studies.

This report is important because it looks at the causes of completion of degrees and attrition. Factor analysis, multiple regression, cross tabulations, and t tests were used to analyze the data. Major differences were found between the students who claimed to be Indians both in 1971 and in 1980, and the students who claimed to be Indians in 1971 only.

20. **NAVAJO** Division of Education, "Navajo Students at Risk: The Navajo Student Dropout Study." Window Rock, AZ: The Navajo Nation, 1988. Authors: Dr. Paul Platero, Paul Wong, Elizabeth Brandt, and Gary Witherspoon. Collaborator: Arizona State University.

    This report found that the dropout rate for Navajo students, based on interviews and sample surveys, was 31%. The most important cause of dropouts was boredom; Navajo students did not feel challenged by the high schools.

    Problems with other students, excessive absenteeism, and pregnancy/marriage were also major contributors to dropouts. The largest schools also had the highest dropout rates.

    The report makes 32 recommendations to lower the dropout rate. The authors recommend developing a comprehensive system for the prevention of dropouts.

21. **NEBRASKA** Department of Education, "1989-90 Dropouts by Race--All School Districts." Contact: Ginny Carter, Data Center, Nebraska Department of Education, 301 Centennial Mall, South, P. O. Box 94987, Lincoln NE 68509-4987.

    Reports that 110 of 3,724 total dropouts were Indians. No totals are given, so rates cannot be determined.

22. **NEW MEXICO** State Department of Education, "New Mexico Dropout Study, School Year 1988-89." Prepared by Anna L. Ulrich and Henry Borgrink, published by Assessment, Evaluation, and Information Services, State Department of Education, Santa Fe NM 87501-2786, (505) 827-6526.

    The comprehensive, highly useful report is a model for other states. It reports that Native American high school students had the highest one-year dropout rate in the state, 13.31%. This is a four year rate of 53%. For the years 1985 through 1989, the following were the one-year rates, with our interpolation of the four-year rates, for Indian students:

FY	One-year rate	Four-year rate
1985	10.2%	40%
1986	12.2%	48%
1987	12.0%	48%
1988	11.2%	45%
1989	13.3%	53%

    All five years, the dropout rate for Native Americans was the highest for any of the five ethnic groups reported. Every year, Hispanics were the second highest.

Sophomores dropped out more than other classes. An inordinately high number of Indians were expelled, compared to other ethnic groups. Some 17.8% of Indian dropouts were expulsions, compared to almost none for Asians, 2% for Anglos, under one percent for Blacks, and 2% for Hispanics. (We suspect that most expulsions of Indians were for excessive absences. At the same time, few school districts with Indian enrollments employ a truancy officer.)

The 13.31% rate for high school, when added to the 6.90% rate for grades 7 and 8, yield a one-year rate of 20.21%, and an interpolated four-year rate of 81%. This is one of the highest rates in the nation for Indians.

The chart on the next page shows the dropout rates for the high schools in New Mexico which have large percentages of Indians. The overall rate for FY 89 is 11.5%, which is roughly 46% for the four-year rate. The one-year range for high schools is from a low of 3% to a high of 23%, which corresponds to a four-year range from 12% at the low end to a high of 92%. The high end figures tend to be lowered, however, by students who are expelled or suspended subsequently re-enrolling.

Six charts and graphs from the report are reproduced here. Indians often do not re-enroll in the Fall after summer vacation, which the report attributes to high mobility among the Indian population. Mobility is linked to job-seeking.

The rate on the next page does not reflect the dropouts of grades 7 and 8. When these are added, the overall dropout rate for the state for Indians for grades 7 through 12 is about 65%.

23. **OKLAHOMA** State Department of Education, "Dropout Report, State of Oklahoma, 1988-89." 2500 N. Lincoln Blvd., Oklahoma City OK 73105-4599, (405) 521-3311. Published by the Accreditation Section.

    This report states that 971 Indian students dropped out this year, and that they represent 10.9% of all dropouts, which total 8,888 for the year. No baseline data or totals are given, however, which makes computation of a rate impossible.

    For the state as a whole, 81% of the ninth graders who entered in 1985 were graduated 1989. Four percent of ninth graders dropped out that year, six percent of sophomores dropped out the next year, and five percent of juniors dropped out the following year. Four percent of seniors dropped out in 1988-89, leaving 81% to be graduated.

    For the previous year, 82% of ninth graders persisted to graduation.

24. **SOUTH DAKOTA** Department of Education and Cultural Affairs, "Celebrate the Century." 700 Governors Drive, Pierre SD 57501-2293.

    This report show that Indians dropped out of public schools at a one-year rate of 13.0%, and dropped out of non-public schools at a rate of 30.1%. The overall rate for the state, for grades 7 to 12, was 3.0%.

DROPOUT RATE, BY HIGH SCHOOL AND DISTRICT, 1989
American Indians
New Mexico

12

DISTRICT	HIGH SCHOOL	(A) TOTAL ENROLLMENT	(B) PERCENT INDIANS	(C) TOTAL INDIANS*	(D) INDIAN DROPOUTS#	(E) ONE-YEAR RATE	(F) FOUR-YEAR RATE
AZTEC	Aztec High	458	16.4	75	5	6.1%	24%
BERNALILLO	Bernalillo High	721	46.9	338	39	11.6	46
BLOOMFIELD	Bloomfield High	977	40.5	396	39	10.0	40
CENTRAL	Central High	672	86.1	578	55	9.6	39
	Newcomb High	302	86.1	260	15	5.9	24
	Shiprock High	669	86.1	576	55	9.6	39
CUBA	Cuba High	280	61.6	172	14	8.2	25
DULCE	Dulce High	165	92.4	152	4	2.9	12
FARMINGTON	Farmington High	1,358	17.5	238	30	12.6	50
GALLUP	Crownpoint High	500	95	475	84	17.8	71
	Gallup High	1,645	35+	576	63	10.9	44
	Navajo Pine High	304	95	289	53	18.5	74
	Ramah High	130	50	65	2	3.7	15
	Thoreau High	372	90	335	77	23.1	92
GRANTS CIBOLA	Grants High	952	37.1	353	58	16.4	66
	Laguna Acoma High	259	37.1	96	7	7.2	28
JEMEZ SPRINGS	Jemez Valley High	274	54.0	148	5	3.2	13
MAGDALENA	Magdalena High	98	43.0	42	4	8.4	34
POJOAQUE	Pojoaque High	507	10.3	52	2	4.9	20
RUIDOSO	Ruidoso High	460	13.3	61	8	13.7	55
TAOS	Taos High	983	7.4	73	2	3.3	13
TULAROSA	Tularosa High	325	29.1	95	16	17.1	68
ZUNI	Zuni High	434	99.7	432	40	9.2	37
				5,877	677	11.5%**	46%***

* Approximate, obtained by multiplying (A) times (B).
\# (C) times (E); FY 89 only
** (D) divided by (C).
*** (E) times four.

DROPOUT RATE, BY HIGH SCHOOL AND DISTRICT, 1989
American Indians
New Mexico

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Figure 1:
ANNUAL DROPOUT RATE
Grades 9–12

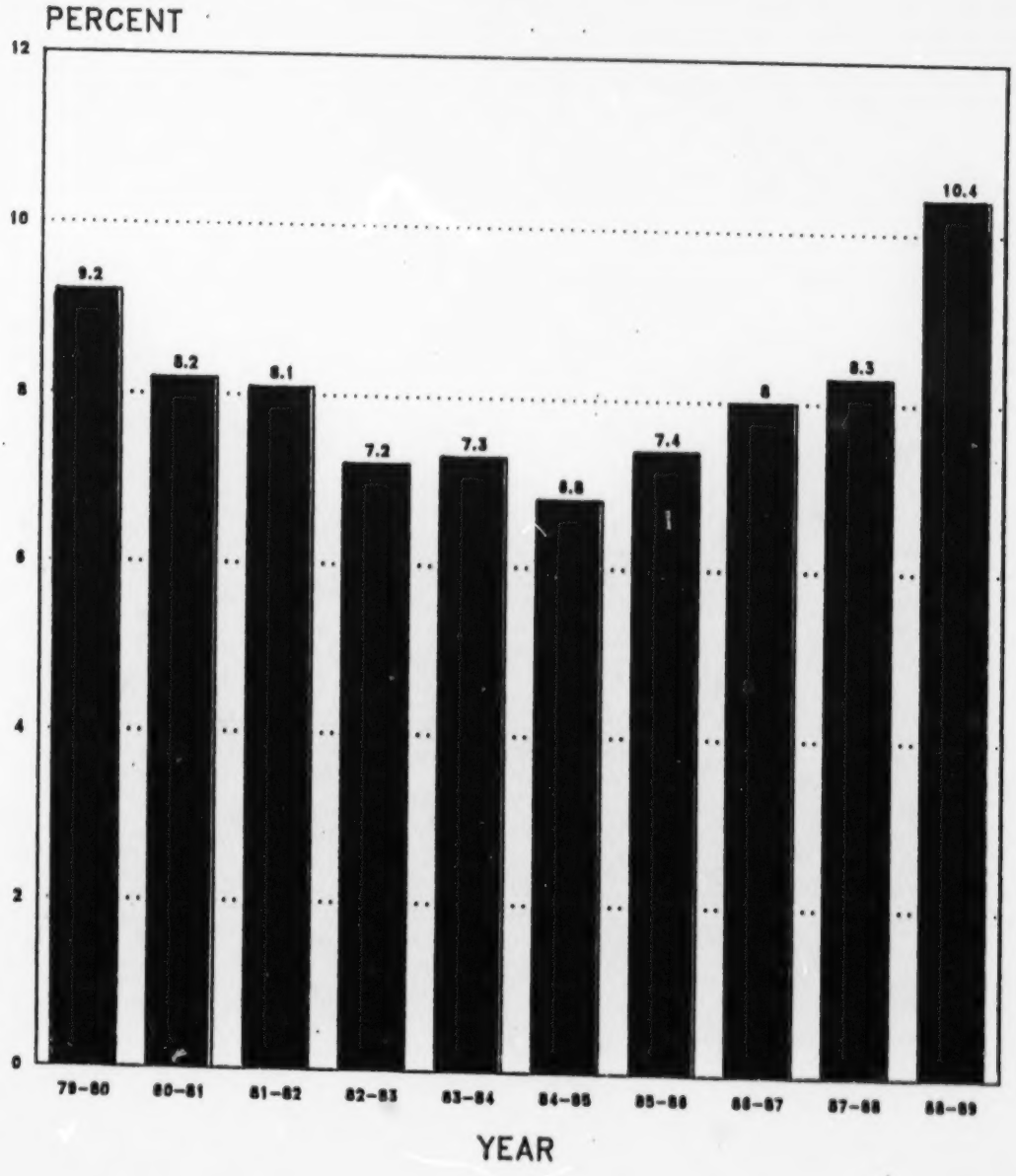


Figure 4:

ANNUAL DROPOUT RATE BY ETHNICITY

Grades 9-12

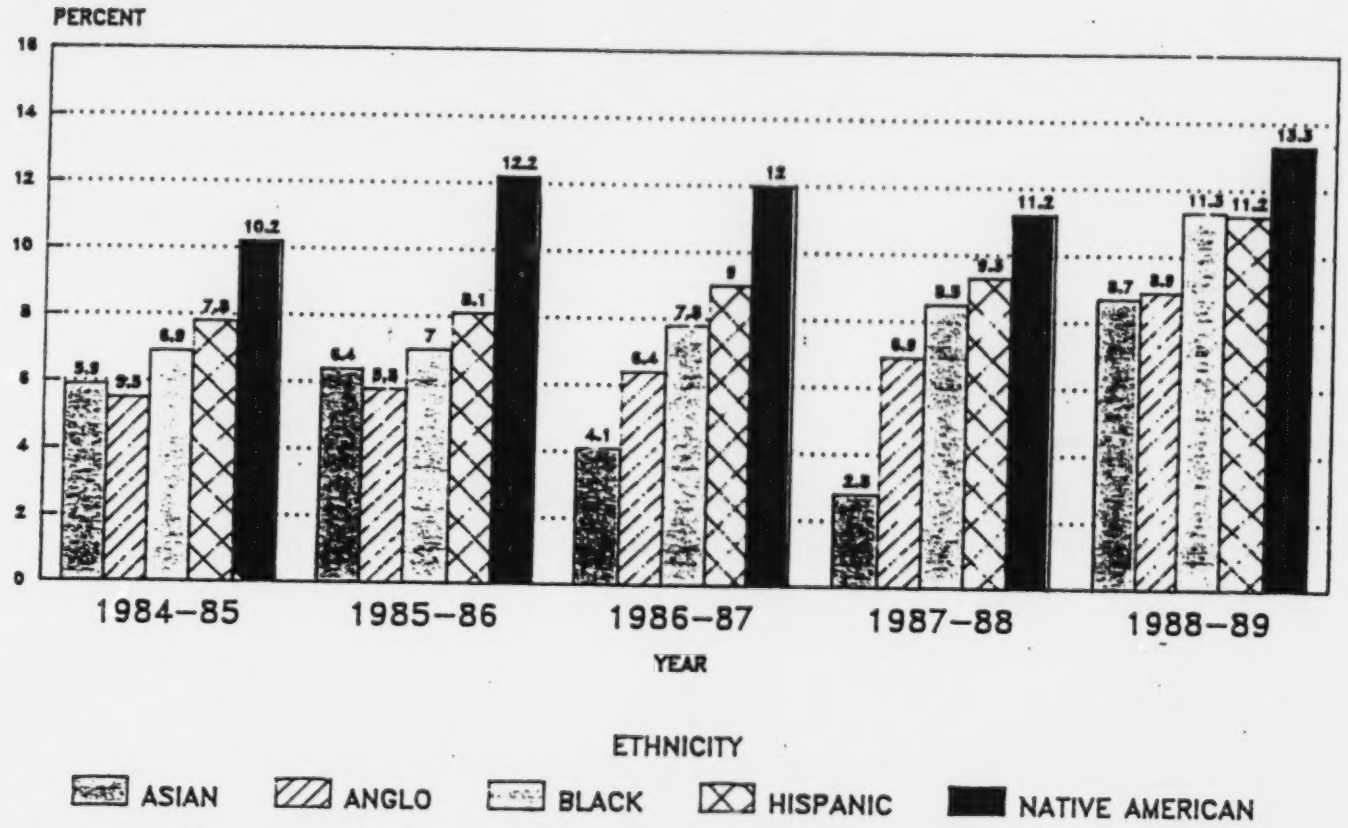


Figure 6:
DROPOUT RATE BY ETHNICITY AND GENDER
Grades 9–12

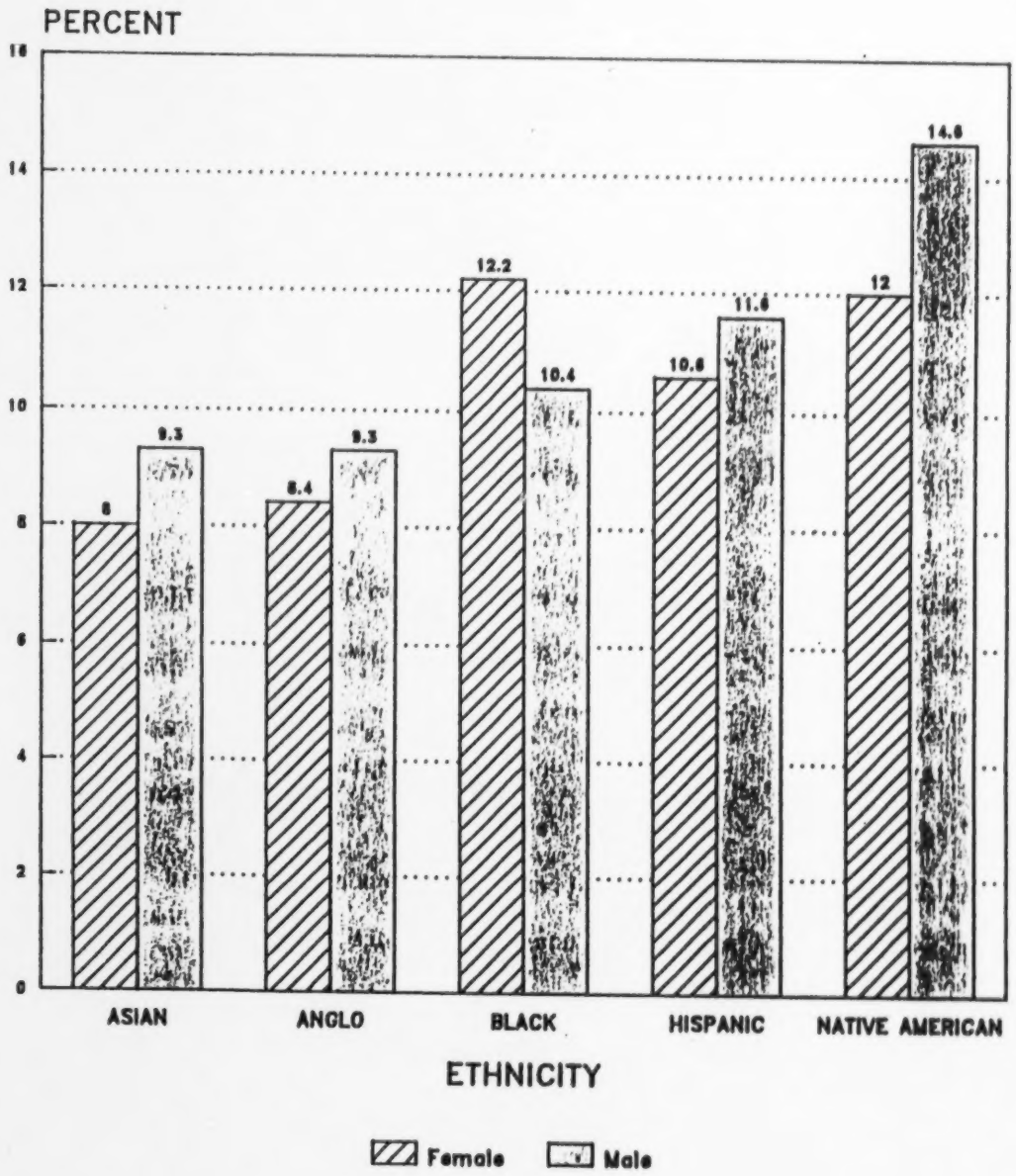


Figure 7:
1988–89 DROPOUT RATE BY REASONS
Grades 7–12

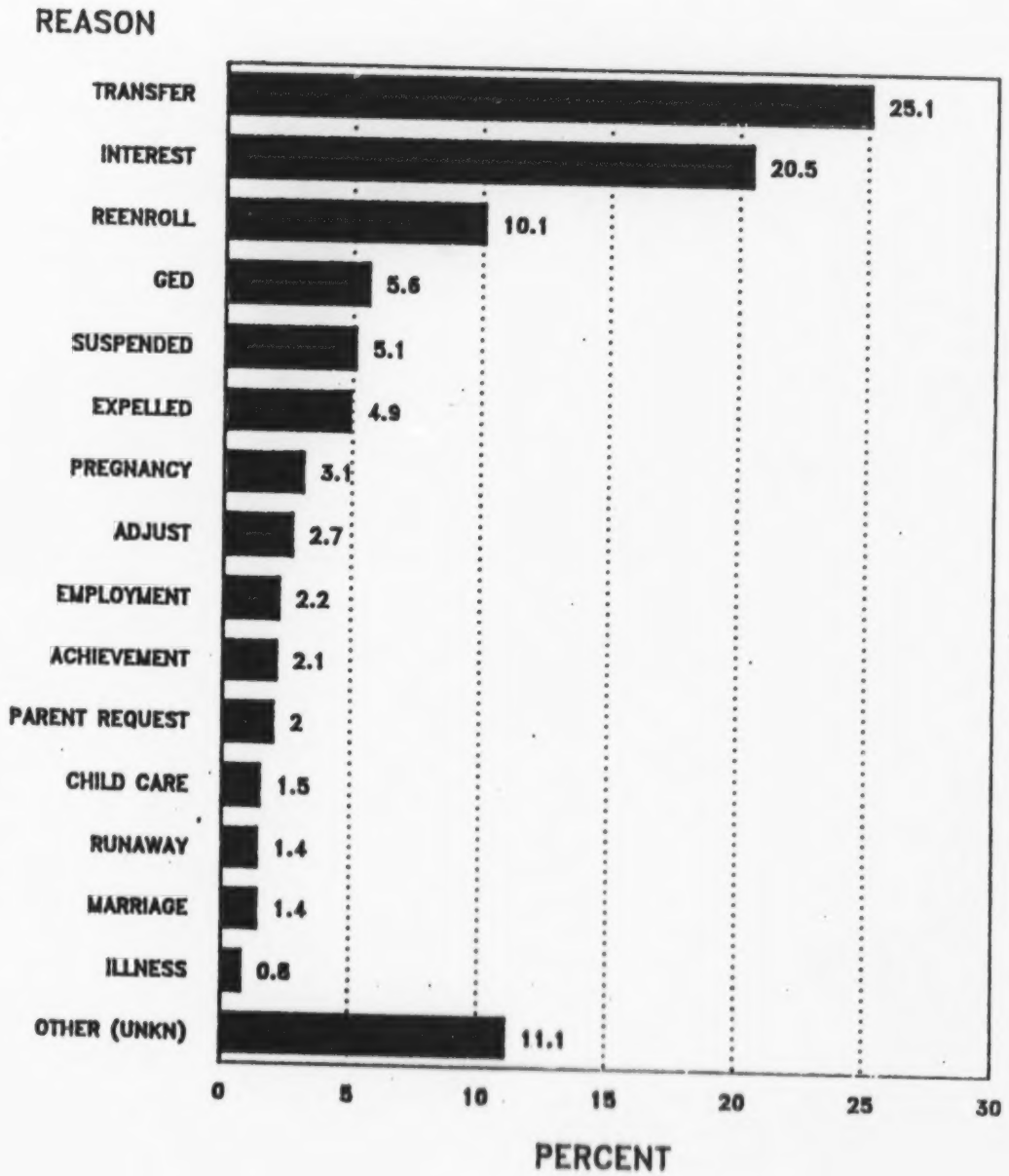
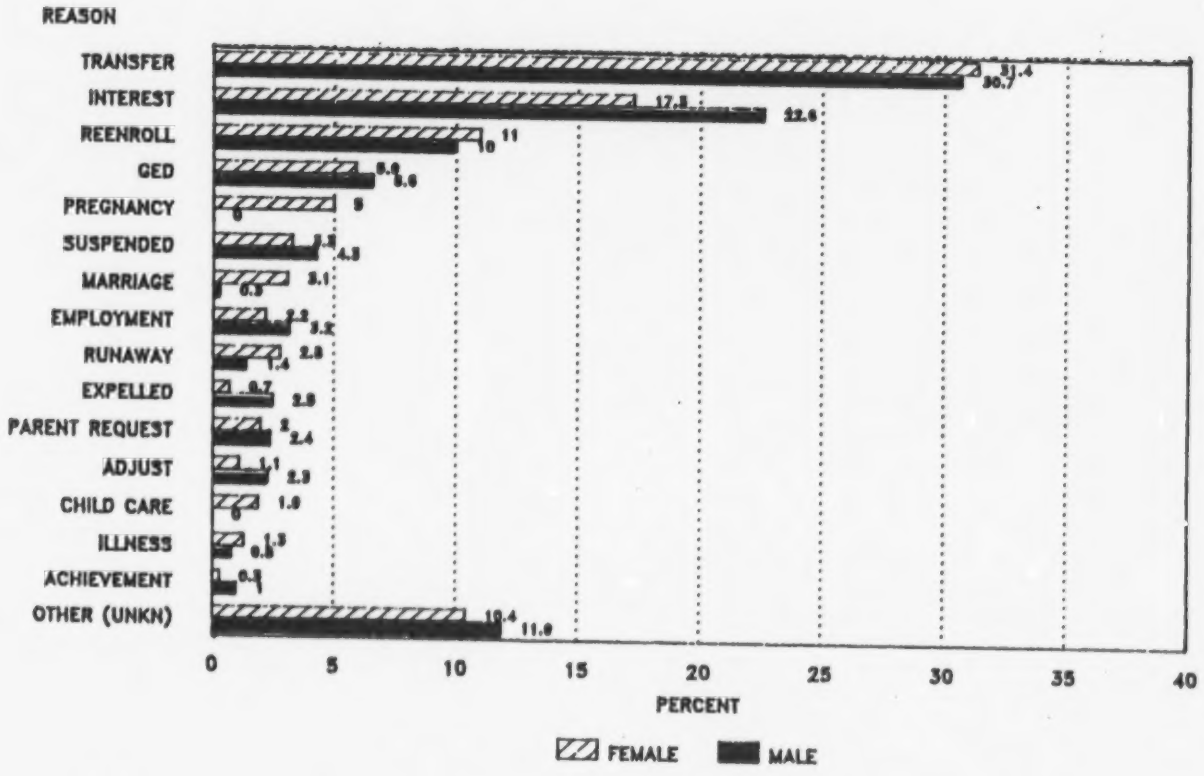


Figure 11:

DROPOUT RATE BY REASONS

Anglo Students



F E M A L E

REASON	FREQUENCY	PERCENT
TRANSFER	549	31.4
INTEREST	303	17.3
REENROLL	192	11.0
GED	104	5.9
PREGNANCY	88	5.0
SUSPENDED	58	3.3
MARRIAGE	55	3.1
EMPLOYMENT	38	2.2
RUNAWAY	49	2.8
EXPELLED	13	0.7
PARENT REQ.	35	2.0
ADJUST	20	1.1
CHILD CARE	34	1.9
ILLNESS	23	1.3
ACHIEVEMENT	6	0.3
OTHER	181	10.4

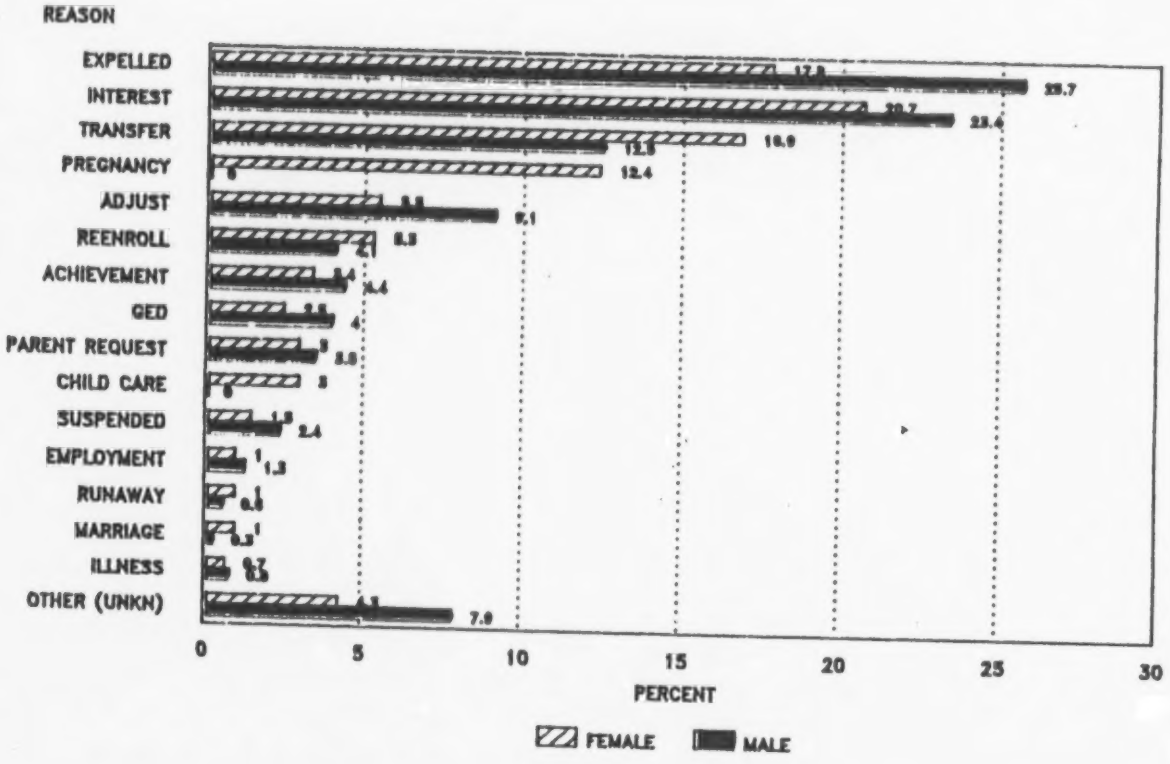
M A L E

REASON	FREQUENCY	PERCENT
TRANSFER	627	30.7
INTEREST	461	22.6
REENROLL	205	10.0
GED	135	6.6
PREGNANCY		
SUSPENDED	88	4.3
MARRIAGE	6	0.3
EMPLOYMENT	66	3.2
RUNAWAY	28	1.4
EXPELLED	51	2.5
PARENT REQ.	48	2.4
ADJUST	46	2.3
CHILD CARE		
ILLNESS	16	0.8
ACHIEVEMENT	21	1.0
OTHER	242	11.9

Figure 14

DROPOUT RATE BY REASONS

Native American Students

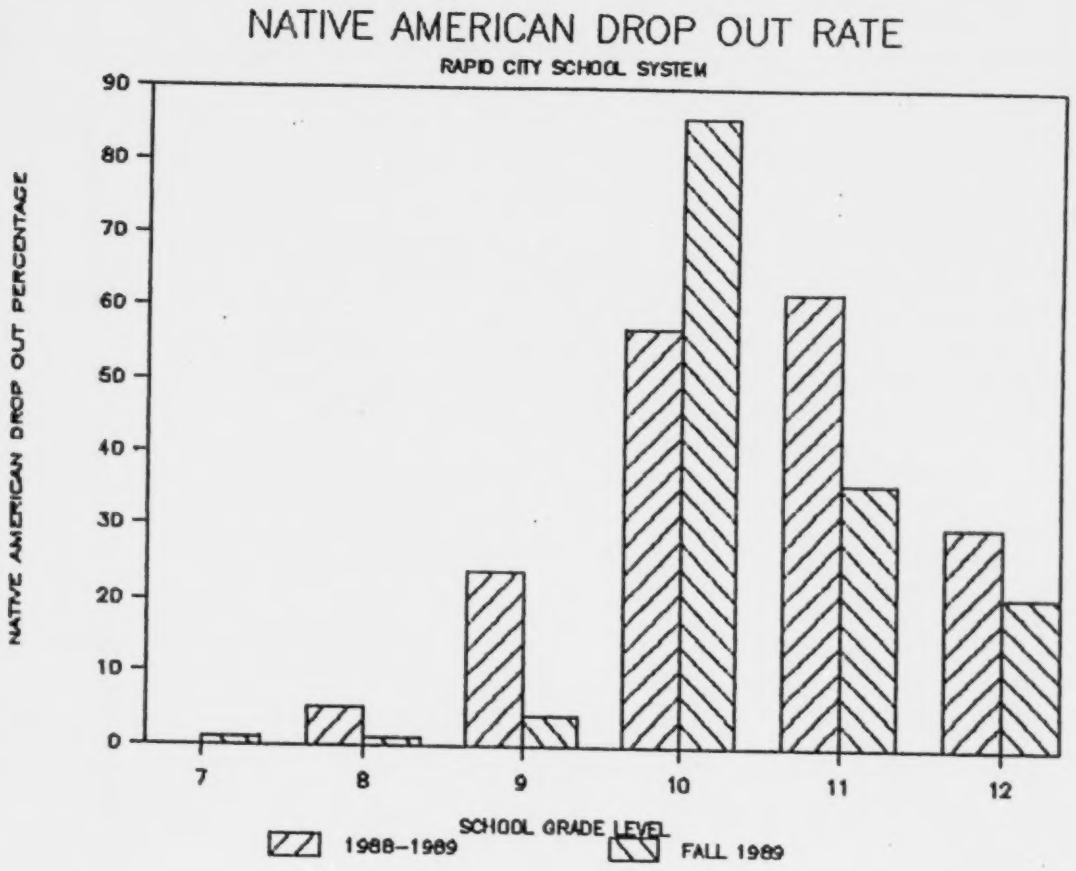


FEMALE

REASON	FREQUENCY	PERCENT
EXPELLED	120	17.8
INTEREST	140	20.7
TRANSFER	114	16.9
PREGNANCY	84	12.4
ADJUST	37	5.5
REENROLL	36	5.3
ACHIEVEMENT	23	3.4
GED	17	2.5
PARENT REQ.	20	3.0
CHILD CARE	20	3.0
SUSPENDED	10	1.5
EMPLOYMENT	7	1.0
RUNAWAY	7	1.0
MARRIAGE	7	1.0
ILLNESS	5	0.7
OTHER	29	4.3

MALE

REASON	FREQUENCY	PERCENT
EXPELLED	205	25.7
INTEREST	187	23.4
TRANSFER	100	12.5
PREGNANCY		
ADJUST	73	9.1
REENROLL	33	4.1
ACHIEVEMENT	35	4.4
GED	32	4.0
PARENT REQ.	28	3.5
CHILD CARE		
SUSPENDED	19	2.4
EMPLOYMENT	10	1.3
RUNAWAY	5	0.6
MARRIAGE	2	0.3
ILLNESS	6	0.8
OTHER	63	7.9



/Courtesy of Dr. Jack Weyland, South Dakota School of Mines and Technology, Rapid City/

When combined, public and non-public rates yield an overall rate of 20.4%, or a four-year rate of 81%. For all students who entered school in the first grade in 1977, the dropout rate is 22.51% for 1989.

For the previous year, according to the SOUTH DAKOTA CHALLENGE, May, 1989, published by the Division of Education, 14.27% of Indians in public schools dropped out, and 27.13% of Indians in non-public schools dropped out.

Dr. Jack Weyland of the South Dakota of Mines and Technology has analyzed the data on Indian dropouts for Rapid City, as shown on the following chart. This is one of the highest dropout rates in the nation for Indians.

25. **SUINA**, Samuel Earl, "The American Indian Drop-Out Problem: A Look at Pueblo Indian Freshman, Sophomores, and Juniors in Six Colleges and Universities in New Mexico." Doctoral dissertation, The Pennsylvania State University, 1987.

    This report found that Pueblo college students persisted at a rate of 63% for all students in a sample of six colleges. All freshman in the study persisted 41% of the time.

    ACT scores were not a valid predictor of persistence. Persisters had higher high school grades than non-persisters. Persisters also had higher college grades that non-persisters. Persisters and non-persisters did not differ significantly on socio-economic characteristics, on ACT scores, and levels of college degree aspirations.

26. **TEXAS** Education Agency, "Report on 1987-88 Public School Dropouts." 1701 N. Congress Avenue, Austin TX 78701, (512) 463-9734.

    The state's first comprehensive dropout study, mandated by House Bill 72, was done in 1986. Estimates of the attrition rate for that year were 33% statewide. Dropout rates for the three major ethnic groups in the state were 27% for Whites, 45% for Hispanics, and 34% for Blacks.

    The one-year rate for FY 88 was 6.7%, or 33% for a four-year rate. For 1989, the rate was 31%. The three years had the following rates:

FY 86	33%
FY 87	--
FY 88	33
FY 89	31

    For Indians, the dropout rates were 9.3% for 1988, and 16.5% for 1989. These extrapolate to four-year rates of 37% for 1988, and 66% for 1989, for grades seven through 12.

27. **U. S. DEPARTMENT OF EDUCATION**, Center for Education Statistics, "School Dropouts in the United States." By Aaron M. Pallas. Reprinted from THE CONDITION OF EDUCATION, 1986 edition, published by the ED and available from the Superintendent of Documents, U. S. Government Printing Office, Washington DC 20402. Stock number 065-000-00276-1.

This report shows that the nation is becoming more educated, as measured by the percentage of dropouts over time by age group. In 1979, for instance, 26.5% of persons 30 to 34 years of age were high school dropouts, but by 1986, this percentage had dropped to 12.6% for the same age group.

During the same period, Hispanic dropouts dropped from 48.7% to 40.5%, Whites dropped from 24.6% to 11.3%, and Blacks dropped from 43.5% to 20.8%.

Between 1974 and 1985, gross high school completion rates for the nation ranged from 72.0% (1982) to 74.6% (1985), with no trends up or down being evident, for the cohort of 18 and 19-year-olds, using Census figures.

For 1980 high school sophomores, 13.6% dropped out by 1983. Indians, however, dropped out at a rate of 29.2%, the highest for any ethnic group. Next highest were Hispanics, with 18.0%.

28. **U. S. DEPARTMENT OF EDUCATION**, National Center for Education Statistics, "Dropout Rates in the United States: 1988." By Mary J. Frase, NCES 89-609, 1989. For sale by the Superintendent of Documents, Washington DC 20402.

    This report says cohort dropout rates for Indians were 35.5%, compared to very low rates of 8% for Asians, and low rates for whites (15%). Indian dropouts are the most likely ethnic group not to complete high school later through GED or alternative schools.

    Most of the data bases, charts, graphs, and statistics in this 90-page report do not break Indians out as a separate group. The few which do tend to be newer, and to have younger cohorts of people in the sample, leaving one to conclude that things are rosier for Indians than they really are. For instance, the 29.2% rate cited in Pallas, above, is corrected to 35.5% in this report, and it is for 1980 high school sophomores. However, the total sample for this statistic is only 297 students, too small for national comparisons. (See Table A1 in Pallas)

29. **VIRGINIA** Department of Education, "Dropout Summary Statistics, 1988-1989 School Year." Untitled.

    Reports that 31 Indians dropped out this year, out of a total of 20,772 dropouts. No totals are given, however, so rates cannot be established. A two-page handout.

30. **WASHINGTON** Department of Public Instruction, "Dropout Rates and Graduation Statistics by County and School District for School Year 1987-88." Prepared by Ray Griswold, Data Base Manager, Old Capitol Building, FG-11, Olympia WA 98504-3211.

    This report shows that 687 of 5,233 Indian students dropped out this year, or a rate of 13.13%. This is a four-year rate of 53%. It does not count pre-high school students.

The rate for Blacks is slightly higher, at 13.87%. The rate for the state as a whole is 6.34% for the year.

The two most important reasons Indian dropout gave for dropping out was not liking school, and wanting to stay home.

31. **WISCONSIN** Department of Public Instruction, "Dropout Data by School District, Grades 9-12 Only, School Years; 1986-87 & 1987-88." Don Russell, Education Statistical Information Center, 125 South Webster Street, P. O. Box 7841, Madison WI 53707, (608) 267-7268. C. 1989.

Gives an annual dropout total and rate for all school districts. The one-year rate for 1987 is 3.22%, and for 1988 it is 3.30%. The only district in double figures for both years is Milwaukee, with 10.5% in 1987 and 10.2% in 1988.

No cross tabulation by ethnicity, gender, and other characteristics is done. No rates for Indians are possible to determine.